

## I See

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b> and, Dad, Mum, see,</p> <p><b>Tricky words</b> Biff, Chip, Floppy, I, Kipper, me, we</p> <p><b>C</b> = Language comprehension <b>W</b> = Word recognition</p>
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## Group or guided reading

### Introducing the book

- C** (*Clarifying, Prediction*) Read the title and talk about the picture on the cover. Ask: *What is Kipper doing?* Ask the children to think about what might happen in the story.
- C** (*Clarifying*) Open the book and look at two of the pages and talk about what is happening.
- W** Look at the back cover and ask the children to find the list of words. Read the words together.
- C** (*Clarifying*) Identify the children in each picture as you look through the book together.
- W** Use some of the tricky words as you discuss the story (see chart above).

### Strategy check

Remind the children to read from left to right and point to the words as they read.

### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words (see chart above)
- use comprehension skills to work out what is happening in the story.

### Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *What things did Kipper look through? Who did he see? What other things did the children look through? What did Kipper have at the end of the story?*
- C** (*Clarifying*) Look at page 8. Ask the children to find the pages in the story that match the pictures.
- C** (*Imagining*) Ask: *Can you think of anything else the children could have looked through?*
- C** (*Summarising*) Ask children to say what the story was about in just two or three sentences.

## Group and independent reading activities

**Objective** Know that print carries meaning and is read from left to right. Show an understanding of the elements of stories.

**C (Questioning, Clarifying)** Read the story together. Ask the children to tell you what happened first, e.g. 'Kipper was looking at Biff.'

- Show them the picture to check, but cover up the words. Ask: *Is that what the writing says?* Uncover the text and read the words together.
- Repeat with the next page, talking about what is happening in the picture before reading the text. Ask: *Why does it say 'I'?* Discuss the fact that Kipper is talking.
- On each page notice the difference between what we say is happening and what the book says.

**W** Ask all the children to point at the words as they are read aloud.

**Assessment** Do the children automatically read from left to right?

**Objective** Link sounds to letters. Hear and say sounds in words in the order in which they occur.

**W** Ask the children to find any three-letter words ('see', 'and', 'Mum', 'Dad').

- Ask them to close the book and help you write the words on the board using the letter sounds ('s-ee', 'a-n-d', 'M-u-m' and 'D-a-d').
- Ask them to read the words one by one and say the letter names.

**Assessment** Can the children hear the sounds in words and match them to letter names?

**Objective** Retell narratives in the correct sequence, drawing on the language patterns of stories.

**C (Summarising)** Ask the children to work with a partner.

- Ask them to take turns to describe what is happening on a page in their own words, e.g. page 1: 'First Kipper looks at Biff.'
- Swap roles for page 2: 'Next he looks at Chip', and so on through the book.
- Discuss as a group the words the children choose to retell the story.

**Assessment** Do children tell the story in the correct sequence? Are they imaginative with the language they use?

## Speaking, listening and drama activities

**Objective** Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Make a box with a viewfinder cut out or use an old camera that the children can look through.
- Ask the children to sit in a circle, each child taking turns to be the photographer. When it is their turn they say, 'I am taking a photo of...' Ask them to add a complimentary reason, e.g. 'because I like her shoes'.
- The camera is then passed to that person, and they take a photo of somebody else.
- Continue until everyone has taken a photo and said the sentence.
- Praise the children for listening to each other.

## Writing activities

**Objective** Write their own names.

- Look at the pictures on page 8 of the story. Read all the names. Talk about the shapes around each face.
- Provide a page with three or four outlines of different shapes for each child.
- Ask the children to draw themselves inside each shape.
- Then ask them to write their name carefully under each shape.
- Ask them to look at their own writing and tick the name they think has been written best.

**Assessment** Do the children write their names carefully and legibly?

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